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Program Proposal

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Abstract

A study was conducted to determine if a deficiency, or learning gap, existed in a particular working environment. To determine if an assessment was to be conducted, a program proposal would need to be developed to explore this situation. In order for a particular environment to react and grow with other environments, it must be able to take on more experiences and education. A literature review of the Education Resources Information Center (ERIC) and of Google Scholar was conducted to determine the relevance of the references towards the study. Eleven resources were located, both primary and secondary. Results determined that a deficiency did exist and that a proposal would determine the course of the study.

Program Proposal

All organizational and individual environments experience a need to respond to the world in order to survive. This need occurs as a learning gap, or a deficiency, that requires the acquisition of new knowledge. To survive, an environment must be able to acquire new knowledge and learn how to use it successfully in the future. This acquisition can take place as a program proposal to address these issues. An issue being addressed in this proposal is the lack of a five-manned dispatch center (currently four), located on a military installation, and how the center plans to resolve this issue. This proposal will address the social and organizational context of the issue, plan a needs assessment, outline the program's desired outcomes and learning objectives, develop a program structure, and develop evaluations to assess learning.

Needs Assessment

Environment

The environment that is under study is the Emergency Dispatch Center (EDC) at MacDill AFB in Florida. The EDC receives all administrative and emergency calls by five dispatchers. These dispatchers are all civilians who are veterans of the Air Force. Most are disabled through the military, have some education, and were firefighters from the military. Since MacDill AFB has an active runway, where aircraft are continuously taking off of and landing onto, this mandates the dispatch center to have five dispatchers (Gleason, 2008). The normal EDC operation consists of two dispatchers during the day shift. One dispatcher works from 10 a.m. to 10 p.m., and another works from 6:30 a.m. to 4:30 p.m. There are also two dispatchers that work the night shift from 10:00 p.m. to 10:00 a.m. (Gleason, 2008). The absence of one dispatcher automatically creates overtime for others to work, possibly create stress among the dispatchers.

Stakeholders

The major stakeholders who have an interest in the improvement and success of the EDC include the on- and off-base 911 callers, base employees and employers, base housing residents, and Tampa emergency services.

Stakeholder Groups	Stakeholders	Roles
Base and City Residents	911 Callers	If these callers become dissatisfied with this service, they can file a complaint to have the system investigated and possibly have any changes implemented. If the service is delayed, patients' conditions could worsen.
Base Employers	Base Business and Base Housing Residents	Request service calls through EDC to make repairs at the businesses or homes.
City Mutual Aid	Tampa Emergency Services	Contracted with MacDill AFB fire department. If Tampa requires the emergency services of MacDill AFB fire department, there should be no delays in dispatching or responding of these services from on the base.

Issues

The immediate issue that needs to be addressed is the possibility of any increased amount of time that it would take for dispatchers to answer 911 calls, process these calls, and dispatch emergency services to locations due to the lack of one dispatcher. According to Danner-Jones' report (2011), this issue began in early 2011 when the federal government issued a hiring freeze for certain military installations, including MacDill AFB.

Contextual Factors

The contextual factors involved in this assessment include education, economic, social, and political.

Educational circumstances. According to Gleason (2008), firefighters must be trained as dispatchers for their upgrade training. The training that is required to teach firefighters as dispatchers is based on how the full time employed certified dispatchers use their experience and education to train firefighters. There is no one instrument that is used to assess firefighters in how to determine their learning process. Dispatchers explain procedures, allow on the job training, and scenarios to test knowledge comprehension and application to evaluate performances. There is no time requirement for firefighters to be dispatch qualified, just as long as the firefighters feel comfortable enough to assume full responsibility of taking over the calls with as little assistance of the dispatchers as possible.

Economic circumstances. As long as firefighters are being trained as dispatchers, there is no economic situation. There is no cost for dispatchers to train firefighters, and it does not cost the firefighters to be dispatch trained. Firefighters and dispatchers are paid their normal active duty and civilian salaries regardless of training time (Smart Leave and Earnings Statement, n.d.).

Social circumstances. Regardless of how long it takes firefighters to become dispatchers, it is understood by all fire department personnel that training will take as long it will depending on the firefighter being trained. All firefighters report to the EDC with their own education and experience. There is no rush as to how long for firefighters are to be dispatched trained (Gleason, 2008).

Political circumstances. The political factors that involve the issue begin with the dispatch supervisor. Once the supervisor recognizes that a deficiency exist in the EDC, the fire department's fire chief is notified. The supervisor tries to convince the fire chief that additional personnel would need to become dispatch qualified. The fire chief makes the decision of how

many firefighters are to allocated to the EDC to be trained and when. If the deputy director (fire chief's supervisor) is convinced, the process of placing a job opening is conducted (MacDill Fire and Emergency Services, 2011).

Environmental Opportunities

The full-time dispatchers and firefighters would provide a wealth of opportunities for the Civil Engineering Squadron (CES) organization.

Full-time Dispatchers	Hired based on their wealth of dispatching and firefighting experience, they understand what type of emergency information that would be expected and how to process that information. They understand the duties firefighters perform as they respond to emergencies, how they take care of the situation, and how they delegate responsibilities to other agencies (Tampa emergency services).
Firefighters	Firefighters who are assigned to dispatch training may also bring with them prior dispatch education and experiences from other overseas duties. Dispatchers would need to assess this as this better prepares firefighters to understand what is already in the dispatch center (Gleason, 2008).

Alignment with Organization Mission

The mission of the EDC is to ensure timely and capable service in fire prevention, fire protection, firefighting, rescue, and hazardous materials responses to prevent or minimize injury, loss of life, and damage to property and the environment (Gleason, 2008). In order for the needs assessment to be in alignment with the mission, there must be sufficient number of dispatchers in order to decrease the amount of time it takes to receive and in process emergency information. As the EDC's mission normally includes five dispatchers, having one less dispatcher increases the possibility of creating stress among the dispatchers, thereby, decreasing the quality of their job performances.

Needs Assessment Plan

Data Collection Strategies

There would be three forms of collection strategies to collect information from dispatchers on the program to determine if a deficiency exists, (a) a formal Likert scale survey, (b) an informal interview, and (c) an informal reflective journal.

Formal. A formal Likert scale survey (Lodico, Spaulding, & Voegtle, 2010) would be administered to dispatchers to generate quantitative data. This survey would collect information on how the dispatchers feel with working with four personnel.

Informal. An informal interview would question dispatchers of their feelings and ideas of working with four dispatchers. Informal interviews tend to provide more in-depth information that would not be included in the survey.

Informal. An informal reflective journal would allow dispatchers to write, at any time, their perceptions of working with four dispatchers. Allowing additional time to reflect provides dispatchers an opportunity to explore what has occurred in the work place and areas of improvement.

Data Collection Tools

Method A. The first data collection method would include a formal 10 question, 5 point Likert Scale (Lodico et al., 2010) that would be administered to dispatchers to collect quantitative data.

Purpose. The purpose of this data collection process is to identify what perceptions and beliefs that dispatchers may have with working with one less dispatcher in the EDC.

Process. A pilot test and survey (Lodico et al., 2010) would be administered to the dispatchers. The dispatchers would have one working shift to complete the pilot test and later, the survey.

Guiding questions. The guiding questions that would lead this assessment would include:

- (1) In what ways would the dispatchers be able to do their duty with one less dispatcher?
- (2) How can the dispatchers best teach firefighters to become dispatchers?

Implementation. The researcher (also a dispatcher) would implement the Likert Scale survey (Lodico et al., 2010) with instructions as an email attachment to the dispatchers as a test pilot to first test for validity. The dispatchers would complete the surveys within a few working shifts. They would add any questions they feel necessary on the survey. Completed surveys would be returned to the researcher as an email attachment. The researcher would update, reproduce, resubmit the surveys to the same dispatchers through an email attachment, and recollect the data to officially begin data analysis.

Data analysis. Survey analysis would involve using descriptive statistics to compile the results. The survey items would be analyzed using measures of central tendency. The mode would determine the greatest number of responses, and therefore, areas of concern (Lodico et al., 2010).

Reporting strategy. Only those personnel that are in charge of or have influence over firefighters and dispatchers would be informed of the results.

Who will be notified	Why	Format	Why
Fire Chief	In charge of fire department, military and civilians. Determines if there is a need for EDC training and who will be trained.	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
Deputy Fire Chief	Second in charge of fire department, military and civilians. Determines if there is a need for additional	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can

	EDC training and who will be trained in EDC.		be answered at the same time.
Assistant Fire Chiefs	In charge of firefighting operations. Finalizes Station Captain decisions in assigning firefighters to EDC.	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
Dispatch Supervisor	In charge of EDC	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
Dispatchers	Train firefighters as dispatchers	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
Station Captain	In charge of fire department shift personnel. Assigns military firefighters to EDC for training.	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.

Method B. The second collection method would involve interviewing (Seidman, 2006) the dispatchers during their normal duty hours.

Purpose. The purpose of the interviewing method is to gather information from dispatchers of how they would be able to work with one less dispatcher.

Process. Before the interview is to be conducted, the researcher would already have developed a list of guiding questions. The researcher would meet with the dispatchers during

their work shift. The researcher would provide the questions and obtain the answers for however long it took.

Guiding questions. The guiding questions that would lead this assessment would include:

- (1) In what ways would the dispatchers be able to do their duty with one less dispatcher?
- (2) How can the dispatchers best teach firefighters to become dispatchers?
- (3) If you were the EDC supervisor, what would you change to make the EDC a better working environment, and how would you do it?

Implementation. Once the interview questions have been developed, the researcher would conveniently meet with the dispatchers. To best implement this interview, the researcher would meet with the dispatchers during the later hours of the shift as this has been known to be the quietest hours of operations allowing for the possibility of fewer emergency interruptions. The researcher would ask the dispatcher one question at a time, listen to the dispatcher's answers, and write key phrases from the interview. The researcher would repeat this routine with the other dispatchers on their duty hours.

Data analysis. After the interviews had been completed, data analysis would begin. Each interview question would be prepared on one power point slide. The researcher would examine and "evaluate" (Seidman, 2006, p. 9) the answers and coding that would be used where necessary to better understand the answers (Seidman, 2006). These codes would be compiled and prepared on these slides to their corresponding questions. Dispatcher's names would not be mentioned during this analysis.

Reporting strategy. Only those personnel that are in charge of or have influence over firefighters and dispatchers would be informed of the results.

Who will be notified	Why	Format	Why
Fire Chief	In charge of fire department, military and civilians. Determines if there is a need for additional EDC training and who will be trained in EDC.	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
Deputy Fire Chief	Second in charge of fire department, military and civilians. Determines if there is a need for additional EDC training and who will be trained in EDC.	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
Assistant Fire Chiefs	In charge of fire department operations. Finalizes Station Captain decisions in assigning firefighters to EDC.	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
Dispatch Supervisor	In charge of EDC	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
Dispatchers	Train firefighters as dispatchers	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
Station Captain	In charge of fire department shift personnel. Assigns military firefighters to EDC for training.	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.

Method C. The third and last collection method would involve the dispatchers keeping a reflective journal of their perceptions of what it is like to work with only four dispatchers and what suggestions they may have to rectify the situation.

Purpose. The purpose of this collection method is to allow the dispatchers to be as opened as possible and to take their time to provide as much information in their own words.

Process. The process of this method would involve the researcher providing the dispatchers a few open-ended questions for which the dispatchers would write as much as they fell.

Guiding questions. The guiding questions that would lead this assessment would include:

- (1) In what ways would the dispatchers be able to do their duty with one less dispatcher?
- (2) How can the dispatchers best teach firefighters to become dispatchers?
- (3) If you were the EDC supervisor, what would you change to make the EDC a better working environment, and how would you do it?

Implementation. The researcher would have prepared a list of open-ended questions and conveniently met with the dispatchers on their work shift. The researcher would ask the dispatchers to write out their answers for two days of their shift. These answers could be saved on a word document, and sent as an attachment to an email to the researcher.

Data analysis. Once the researcher has received all the reflective journals, data analysis would begin. The researcher would examine the answers, and coding would be used to better understand the answers (Lodico et al., 2010, pp. 304-307). Each question would be prepared on one power point slide with their corresponding coded answers. Dispatcher's names would not be mentioned during this analysis.

Reporting strategy. Only those personnel that are in charge of or have influence over firefighters and dispatchers would be informed of the results.

Who will be notified	Why	Format	Why
Fire Chief	In charge of fire department, military and civilians. Determines if there is a need for additional EDC training and who will be trained in EDC.	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
Deputy Fire Chief	Second in charge of fire department, military and civilians. Determines if there is a need for additional EDC training and who will be trained in EDC.	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
Assistant Fire Chiefs	In charge of fire department shift operations. Finalizes Station Captain decisions in assigning firefighters to EDC.	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
Dispatch Supervisor	In charge of EDC	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
Dispatchers	Train firefighters as dispatchers	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
Station Captain	In charge of fire department shift personnel. Assigns military firefighters to	Conference and Power Point	Present results in more organized and professional manner with all staff at same

EDC for training.

time. Questions can be answered at the same time.

Outcomes and Objectives

Desired Outcomes

- A. Students will be taught what information is needed to acquire during emergencies.
- B. Students will be taught how to work with equipment in the dispatch center.
- C. Students will learn how to display professional behavior.

Teachers should consider the enduring understanding, learning that will take place over a time period (Wiggins & McTighe, 2011a; Wiggins & McTighe, 2011b).

Program Outcomes

Based on the dispatch training outcomes, the program outcomes selected for this project are to have

- A.1. Students graduating from the dispatch training will be able to collect components of emergency information.
- A.2. Students graduating from the dispatch training will be able to analyze emergency information.
- B.1. Students graduating from the dispatch training will be able to recite emergency information from a primary crash phone.
- B.2. Students graduating from the dispatch training will be able to recite emergency information from a computer.
- C.1. Students graduating from the dispatch training will be able to describe professional behavior when dispatching emergency information.

C.2. Students graduating from the dispatch training will be able to apply professional behavior when dispatching emergency information over a public address system.

Learning Objectives

These learning objectives would help the EDC to meet the selected program outcomes to include

A.1.a. After the training period, students will be able to collect key entry questions within one minute and using 90% of the EMD card protocol.

A.1.b. After the training period, students will be able to confirm the emergency location and dispatch personnel within one minute using 90% of the EDC protocol.

A.1.c. After the training period, students will be able to cite from the case exit cards within one minute using 90% of the EMD card protocol.

Key ideas will need to be uncovered, and essential questions will need to be developed (McTighe & Thomas, 2003). Students should develop factual and conceptual knowledge during their training (Popa, 2009). Teachers need to collect evidence formatively to validate that learning has taken place thereby forming a collaborative learning environment (Popa, 2009; Wright & Schneider, 2010).

Transfer of Learning

Transferable Components

For the EDC to be successful in providing a service to the stakeholders, dispatchers must be competent and professional in their field. At the end of the training program, certain components, specific knowledge, skills, and attitudes, would be transferred from the dispatcher to the firefighters.

Knowledge	Firefighters must be knowledgeable of how to receive and process emergency information, and how to dispatch emergency personnel. They must also be able
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	to solve problems using the resources located in the EDC.
Skills	Firefighters would acquire many skills that would help them to perform their duties. Often, many emergencies come in at one time. Firefighters must quickly decide how to prioritize calls as not all emergencies are answered at the same time. They would also have to listen to the radio while answering phones.
Attitudes	Due to the seriousness of the EDC, firefighters must display a professional attitude as to produce the best results for the customers. Administrative phones are also answered with the same attitude as many customers and high ranking military officials call asking for information and advice.

Contributors to Transfer

As the dispatchers (Gleason, 2008) are in control of how to handle types of emergencies received in the EDC and how this information is disseminated, the dispatchers are considered the main contributors of learning as this is transferred to the firefighters during their EDC training. Dispatchers are responsible for ensuring the transfer of learning due to the “effective application of what was learned as a result of attending an education or training program” (Caffarella, 2010, p. 204). Since the dispatchers have gained the education and experience of what is expected of them, these transferable components are, therefore, what is transferred to the firefighters. Since some of these firefighters may have obtained some of the EDC components from overseas assignments, they are also considered as contributors.

Strategies and Techniques

To ensure that firefighters gain as much training during the transfer of learning process, dispatchers and firefighters would use a variety of strategies and techniques, suggested by Caffarella (2010), to prepare firefighters and themselves for as many challenges that will be dealt with in the EDC.

Contributors	Strategies	Techniques
EDC Dispatchers	Student-centered teaching	<ul style="list-style-type: none"> Assess firefighter's prior EDC training to make it easier to transfer learning.

	Teacher-centered teaching	<ul style="list-style-type: none"> • Coaching through “observing what they [firefighters] do, listening, providing feedback, and sharing experiences and knowledge” (Caffarella, 2010, p. 217). • Mentoring firefighters over an “extended time period with a less experienced person [firefighter]” (Caffarella, 2010, p. 217). • Face-to-face sessions with firefighters to ensure competence and professionalism are reinforced (Caffarella, 2010).
Firefighters	Student-oriented teaching	<ul style="list-style-type: none"> • Use prior EDC training from overseas assignments to train with equipment. Students use separate EDC training module (next to dispatcher’s module) with same equipment. • Job aids assist in training, Standard Operating Guides (Theodore, 2011) and MacDill AFB Dispatch Center Quick Response Checklist (QRC) Book (Baskas, 2008). • Reflect on their own assumptions and feelings towards their performances and discuss with dispatchers (Caffarella, 2010).

Monitoring Process

Monitoring during implementation. Dispatch training would be most effective when using resources already in the office and strategies to assist firefighters to perform EDC duties. The order of training would depend on the dispatcher’s preferred teaching method and tend to follow this order, administrative phones, job aids, radio and computer functions, scenarios, and emergency calls. Professionalism and collaboration are constants throughout the training.

Administrative phones and job aids. During the first month, firefighters would learn how to answer administrative calls with the proper attitude and professionalism. They would read and comprehend job aids, the Standard Operating Guides (Theodore, 2011) and the MacDill AFB Dispatch Center Quick Response Checklist (QRC) Book (Baskas, 2008). They would also observe how dispatchers perform all dispatch office functions. Collaboration would continue between the dispatcher and firefighter to clarify functions.

Radio and computer functions. At the same time, firefighters would be trained on radio and computer functions. Radios are used to communicate between fire department personnel when they leave and return to the station. Computers are used to record emergency calls in log books and receive and acknowledge building alarm activations where the addresses are provided for the firefighters. Dispatchers would begin to provide scenarios to assess firefighters' dispatch skills and knowledge.

Scenarios. About the second month, dispatchers would develop scenarios to assess firefighters' emergency call knowledge. Dispatchers would provide firefighters' feedback to correct any problems firefighters may have had. Various scenarios would increase competency skills.

Real emergency calls. Once firefighters have been saturated with as much training that can be conceived, they would then begin answering real emergency calls with the dispatchers close by to make any immediate corrections in the firefighters' behaviors.

Monitoring after implementation. After all aspects of training have been covered, dispatchers would hand over the EDC to the firefighters to continue training while the dispatchers closely monitor their performance. Dispatchers monitor firefighters' behaviors ensuring that transfer of learning is continuously occurring, how long it takes for them to answer

phones, how they express themselves verbally on the phone and in person, and how long it took them to process emergency calls.

Program Structure

Purpose

The purpose of this program is to train firefighters as 911 dispatchers. The firefighters would learn how to collect, analyze, and recite all components of emergency information.

Format

The components of the program structure would include the who, what, where, why, and how the program would take shape.

Who	The participants for this program are the military firefighters assigned to the fire department and those who would be assigned to the EDC, and the civilian dispatchers.
What	At the end of the training, firefighters would be able to (a) collect components of emergency information, (b) analyze emergency information, (c) recite emergency information from a primary crash phone, (d) recite emergency information from a computer, (e) apply professional behavior when dispatching emergency information, and (f) apply professional behavior when dispatching emergency information over a public address system.
Where	The location of the EDC training would take place at the base 911 Dispatch Center at the main fire department.
Why	To provide the best EDC training, the dispatch center is where all emergency calls take place. The center is conveniently located in the main fire department where the firefighters are currently stationed.
How	The dispatch training would be conducted in two parts, face-to-face then as individual. The EDC has two identical consoles with the same equipment. The dispatcher and firefighter would share the main console where the student can receive direct instruction. After some time later, the firefighter would use the other console as an individual and continued training.

Timeline

Students would report to the EDC five days a week, excluding the weekends, from 6:30 AM to 4:00 PM. Only one firefighter is allowed for training as this increases the quality of training. Firefighters will continue training until they feel competent and are comfortable with

taking over the EDC on their own with little or no assistance. The fire department shift supervisor then decides when the next student would report for training.

Resources

The resources that would be used in the EDC would include its people, any government expenditures, and the space during the training.

People	The only individuals that would be involved in this training would be the dispatchers and firefighters.
Fiscal	Dispatchers do not get paid extra to instruct but would get paid overtime if another dispatcher is unable to provide relieve. Firefighters also do not get paid extra for their training. No additional resources or funding would be required for these training sessions.
Space	The EDC is located in the main fire department located on base. This office encompasses two consoles with identical radios, computers, and phones in which emergency information is received and processed.

Program Evaluation

Program Synopsis

The EDC at MacDill AFB in Florida provides emergency services for MacDill AFB and Tampa. The EDC receives emergency calls of all types, structural, medical, aircraft, and police from the base as well as from Tampa. This center also processes service calls for base employers and base housing residents to make any structural repairs. MacDill AFB is also contracted with Tampa where mutual aid can be provided by either at any time.

This program proposes the formation of an additional dispatcher to increase the momentum of receiving and processing of emergency services at MacDill AFB in order to decrease the possibility of stress among the dispatchers. To meet this challenge, an appropriate number of firefighters, who are stationed in the same facility as the EDC, need to be trained as dispatchers. Dispatchers who work in this center provide the training that is required of firefighters' required upgrade training.

Guiding Questions

The main guiding questions driving this program include,

1. What information is acquired during emergencies?
2. How will firefighters be taught to work with equipment in the dispatch center?
3. What professional behavior is expected in the EDC?

Data Collection Strategies

Before firefighters can become EDC certified, any prior skills and knowledge of the dispatch center must be assessed to determine the pace of the training sessions. Firefighters would be assessed by three methods, a formal written multiple-choice test, a formal written step by step scenario, and an informal verbal scenario to explain the procedures.

Formal. Dispatchers would administer a multiple-choice test to the firefighters consisting of 30 items with 4 responses for each item, which was developed by the dispatch supervisor. This test ensures firefighters' comprehension and application of information used in the EDC.

Formal. Dispatchers would administer a written emergency situation to the firefighters where the firefighters would write a step by step protocol of how to properly receive and dispatch the emergency. Firefighters are taught how emergencies are handled in a precise chronological order.

Informal. Dispatchers would mentally develop an emergency scenario, verbally provide the scenario, and ask the firefighter how to process the scenario. Since emergencies occur without notice, providing unannounced scenarios sharpens listening skills.

Data Collection Tools

Method A. The first assessment method would be a formal multiple-choice test consisting of 30-items, each with 4 responses (Lodico et al., 2010) which was developed by the dispatch supervisor.

Purpose. The purpose of this assessment is to determine if firefighters would be able to collect, analyze, and recite emergency information.

Guiding questions. The guiding questions driving this program include,

1. What information is acquired during emergencies?
2. How will firefighters be taught to work with equipment in the dispatch center?

Implementation. The dispatchers would administer the formal multiple-choice test to the firefighter on any unannounced day. The assessment would determine the current knowledge firefighters would have in performing dispatching and also what further training would be needed. The assessment would be given early in the shift to provide timely feedback. The firefighter would be given about a half hour to take the test.

Data analysis. The results produced from the multiple-choice test would be quantitative. The test would be hand graded against an answer key. The analysis process would begin with calculating the number of correct answers divided by the total number of questions, descriptive statistics, as well as what content areas that would require further teaching. The fire department administration has set the passing grade to be at 90%, or at least 27 correct out of 30. At the beginning of training, a students' prior dispatching experience (independent variable) would determine how much a dispatcher would need to teach (dependent variable). If a student had no previous experience (dependent variable), their cognition (criterion variable) would be

determined by the dispatcher's 911 knowledge and teaching methods (predictor and independent variables).

Reporting strategy. Only those personnel that are in charge of or have influence over firefighters and dispatchers would be informed of the results.

Who will be notified	Why	Format	Why
Fire Chief	In charge of fire department, military and civilians. Determines if there is a need for additional EDC training and who will be trained in EDC.	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
Deputy Fire Chief	Second in charge of fire department, military and civilians. Determines if there is a need for additional EDC training and who will be trained in EDC.	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
Assistant Fire Chiefs	In charge of fire department shift operations. Finalizes Station Captain decisions in assigning firefighters to EDC.	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
Dispatch Supervisor	In charge of EDC	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
Dispatchers	Train firefighters as dispatchers	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.

Station Captain	In charge of fire department shift personnel. Assigns military firefighters to EDC for training.	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
911 callers, base employers and housing residents	Request emergency services	Base newspaper and local news	Covers all major events

Method B. The second assessment would be a formal step by step written procedure test to determine how emergencies are processed.

Purpose. The purpose of this assessment is to ensure that firefighters would be able to collect, analyze, and recite emergency information.

Guiding questions. The guiding questions leading the test would include,

1. What information is acquired during emergencies?
2. How will firefighters be taught to work with equipment in the dispatch center?

Implementation. The dispatchers would administer the formal written step by step procedure test to the firefighter on any unannounced day. The assessment would determine the current knowledge firefighters have in understanding and recalling procedures in how emergencies are processed. The assessment would be given early in the shift to provide timely feedback. The firefighter would be given about a half hour to take the test.

Data analysis. The results produced from the formal step by step written procedure test would be quantitative. The test would be hand graded against an answer key. Each answer that is in the correct order would be given a certain point value. These correct point values would be divided by the overall correct number of that particular scenario. Each scenario is different so that that grade would be different. At the beginning of training, a students' prior dispatching

experience (independent variable) would determine how much a dispatcher would need to teach (dependent variable). If a student had no previous experience (dependent variable), their cognition (criterion variable) would be determined by the dispatcher's 911 knowledge and teaching methods (predictor and independent variables).

Reporting strategy. Only those personnel that are in charge of or have influence over firefighters and dispatchers would be informed of the results.

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Deputy Fire Chief	Second in charge of fire department, military and civilians. Determines if there is a need for additional EDC training and who will be trained in EDC.	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
Assistant Fire Chiefs	In charge of fire department shift operations. Finalizes Station Captain decisions in assigning firefighters to EDC.	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
Dispatch Supervisor	In charge of EDC	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
Dispatchers	Train firefighters as dispatchers	Conference and Power Point	Present results in more organized and professional manner

			with all staff at same time. Questions can be answered at the same time.
Station Captain	In charge of fire department shift personnel. Assigns military firefighters to EDC for training.	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
911 callers, base employers and housing residents	Request emergency services	Base newspaper and local news	Covers all major events

Method C. The third and final assessment would be an informal verbal scenario that would determine how quickly and properly an emergency can be processed.

Purpose. The purpose of this assessment is to ensure that firefighters would be able to collect, analyze, and recite emergency information.

Guiding questions. The guiding questions leading the test would include,

1. What information is acquired during emergencies?
2. How will firefighters be taught to work with equipment in the dispatch center?

Implementation. The dispatchers would administer the informal verbal scenario to the firefighter on any unannounced day. Firefighters would verbally explain how a certain scenario would be carried out, what equipment is being used, and who is being contacted. The assessment would be given early in the shift to provide timely feedback. The firefighter would be given ten minutes to recall the procedures.

Data analysis. The results produced from the informal step by step verbal procedure test would be qualitative. The data analysis process would begin with listening to the verbal answers the firefighter would provide. The organization of the data, or the step by step procedures, must

be in chronological order. For any out of order procedures found, the dispatcher would ask the firefighter to correct. The dispatcher would provide a rationale to solidify the answer. At the beginning of training, a student's prior dispatching experience (independent variable) would determine how much a dispatcher would need to teach (dependent variable). If a student had no previous experience (dependent variable), their cognition (criterion variable) would be determined by the dispatcher's 911 knowledge and teaching methods (predictor and independent variables).

Reporting strategy. Only those personnel that are in charge of or have influence over firefighters and dispatchers would be informed of the results.

Who will be notified	Why	Format	Why
Fire Chief	In charge of fire department, military and civilians. Determines if there is a need for additional EDC training and who will be trained in EDC.	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
Deputy Fire Chief	Second in charge of fire department, military and civilians. Determines if there is a need for additional EDC training and who will be trained in EDC.	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
Assistant Fire Chiefs	In charge of fire department shift operations. Finalizes Station Captain decisions in assigning firefighters to EDC.	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
Dispatch Supervisor	In charge of EDC	Conference and Power Point	Present results in more organized and professional manner with all staff at same

time. Questions can be answered at the same time.			
Dispatchers	Train firefighters as dispatchers	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
Station Captain	In charge of fire department shift personnel. Assigns military firefighters to EDC for training.	Conference and Power Point	Present results in more organized and professional manner with all staff at same time. Questions can be answered at the same time.
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Conclusions

A program proposal was developed to determine if a 911 Dispatch center at a military installation could work with four dispatchers instead of five. A needs assessment used three data collection strategies, a formal Likert scale survey to generate quantitative data of how dispatchers felt working with four dispatchers, an informal interview to determine dispatchers' feelings and ideas working with four dispatchers, and an informal reflective journal. The immediate issue was the possibility of any increased amount of time that it would take for dispatchers to take care of 911 calls due to the lack of one dispatcher. Program outcomes and objectives were developed to determine the direction of the study. To ensure the successfulness of the program, the dispatchers would provide learning transfer techniques and materials for the firefighters to begin their dispatch training. This training would eventually lead to and improve teacher- and student-centered methods. The dispatchers would assure that the success of the

program development would include the format (who, what, where, why, and how), timeline for the training to take place, and the resources needed to conduct the training. An evaluation of the program composed of a formal multiple-choice test, a formal written emergency situation, and an informal emergency scenario that would determine the effectiveness of this program. These program components would ensure that training would be most successful in meeting the dispatch shortage.

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